



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
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NASHVILLE, TN 37243-0375

PHIL BREDESEN
GOVERNOR

LANA C. SEIVERS
COMMISSIONER

MEMORANDUM

To: The Honorable Phil Bredesen, Governor of Tennessee
The Honorable John S. Wilder, Speaker of the Senate
The Honorable Jimmy Naifeh, Speaker of the House of Representatives
The Honorable Randy McNally, Chair, Senate Education Committee
The Honorable Les Winningham, Chair, House Education Committee

From: Lana C. Seivers

Re: Conflict Resolution and Character Education Programs in Tennessee Schools
2001-02 School Year Reports

Date: February 27, 2003

T.C.A. 49-2-118 and 49-6-1007 provide that the Commissioner of Education shall annually report to the General Assembly regarding the implementation of conflict resolution and character education programs in Tennessee schools. Attached you will find my reports for the 2001-02 school year.

As we push our schools to meet the increasingly stringent requirements of state and federal education policy, I think it is important that we not lose sight of our ultimate mission – to prepare our children to become responsible and productive citizens. Character education and conflict resolution programs address the social, emotional and moral development of students. At the same time they can be effective tools in reducing the disruptive or violent behavior that too often interferes with the learning process.

The attached reports differ in their perspective and scope; however, I believe that both point to the following conclusions:

- Tennessee schools are using a broad range of programs and strategies to meet the requirements of T.C.A. 49-2-118 and 49-6-1007. Many are able to report improvements in either student behavior or school climate.
- The most frequently cited constraint is the limited availability of time in the school day.
- Experience and research indicates that the most effective approaches integrate curriculum and teaching strategies with a broader focus on discipline and the social climate of the school.

I hope that you will find the reports helpful and informative. Questions regarding either report may be directed to Mike Herrmann at 741-3248.

Conflict Resolution Programs in Tennessee Schools

Report for the 2001-2002 School Year

Introduction

T.C.A. 49-2-118 states that each local education agency shall implement for grades one and two an intervention program that utilizes conflict resolution and decision-making strategies aimed at preventing occurrences of disruptive acts by students within the school and on school property. Tennessee Code further provides that the Commissioner of Education shall randomly select five school systems from each grand division of the state to submit a report on the conflict resolution programs implemented during the previous year.

This report summarizes the information provided by the 137 schools within the 17 school systems that were randomly selected for participation and provides a brief overview of the development of conflict resolution programs in Tennessee schools.

Background

Conflict resolution programs are intended to reduce violence by providing students with the skills and information needed to appropriately resolve conflict. These programs teach students that conflict is inevitable and may arise due to unmet basic needs, different values, or limited resources. Some of the interpersonal skills taught in a typical program include empathy, impulse control, problem-solving, and anger management.

While conflict resolution programs have been proven to reduce incidents of aggressive and impulsive behavior, many are also effective at decreasing disruptive behavior and improving the social climate of the school. Because these programs reduce the amount of instructional time spent off-task and enhance the quality of the learning environment, many schools include such strategies in their broader school improvement process.

Conflict Resolution Programs in Tennessee Schools

Tennessee's first statewide efforts at developing conflict resolution programs began in 1997 with the initiation of the Peaceable Schools Project. A partnership between the Tennessee Legal Community Foundation and the Tennessee Department of Education's School Safety Center, the Peaceable Schools program provides basic conflict resolution and classroom management training to teams of teachers and administrators from participating schools. To date, a total of 520 school teams have received the basic three-day training.

The Peaceable Schools program has been identified as a model for statewide implementation by the National Center for Conflict Resolution Education.

In 1999, Tennessee's efforts were expanded to include two nationally-recognized programs targeted at early elementary and middle school students. The Life Skills Training program is an alcohol, tobacco and other drug prevention curriculum for students in grades 6, 7 and 8. While developed as a drug abuse prevention program, the Life Skills Training curriculum also includes

a focus upon problem-solving and conflict resolution skills. Approximately 300 Tennessee schools are currently participating in this program.

The Second Step program was also initiated during the 1999-2000 school year and is targeted specifically at preschool and early elementary school students (up to 3rd grade). The Second Step curriculum helps young children develop empathy, impulse control, anger management, and problem-solving skills. Over 1,900 Tennessee teachers and school counselors have received training and curriculum kits to date, including approximately 230 Head Start and pre-school teachers.

Both the Second Step and Life Skills Training programs are recognized by the U. S. Department of Education's Safe, Disciplined, and Drug-Free Schools Expert Panel as Exemplary Programs.

School bullying is an issue that has received significant attention over the past few years. In conjunction with the Center for Youth Issues, the Tennessee School Safety Center has provided 409 elementary and middle school teams with the No Bullying Implementation Training. Unlike traditional conflict resolution programs that focus on conflict between individuals of relatively equal strength, the goal of this project is to change student and faculty norms related to the tolerance of bullying behavior.

Additional information regarding the programs identified above, including a roster of the schools that have participated in state-sponsored training, is available by visiting the Safe and Drug-Free Schools Program web site at www.state.tn.us/education/sptssc.htm.

Program Effectiveness

The following indicators provide a sense of the potential value of these programs and strategies:

- ◆ 58% of the schools responding to the Conflict Resolution Survey noted a decrease in office referrals. 68% reported that the overall climate of their school had improved as a result of using conflict resolution programs, and 63% reported that their students behaved in a more mature and responsible manner.
- ◆ The Peaceable Schools mid-year report noted that school systems that have had at least 50% of their schools trained in the Peaceable Schools model report an overall 39% drop in suspension rates.
- ◆ National evaluations of the Second Step program indicate a 29% reduction in physical aggression and a 20% reduction in verbal hostility following implementation.
- ◆ Studies of the effectiveness of Life Skills Training indicate a 50-75% reduction in tobacco, alcohol and marijuana use.
- ◆ Teachers who utilize conflict resolution strategies in their classroom consistently report spending less time off-task dealing with disruptions.

Results of Survey of Randomly-Selected Schools

Seventeen school systems were randomly selected to respond to the 2001-2002 Tennessee Conflict Resolution Report. Every school in the selected systems that served students in grades 1 or 2 was asked to respond to the survey. 137 schools were identified and a response was received from each. The seventeen school systems participating in the survey include: Athens City Schools, Bells City Schools, Blount County Schools, Claiborne County Schools, Clinton City Schools, Metro Nashville-Davidson County Schools, Dickson County Schools, Fayette County Schools, Grundy County Schools, Lake County Schools, Lauderdale County Schools, Lawrence County Schools, Lexington City Schools, Morgan County Schools, Perry County Schools, Sequatchie County Schools, and Tullahoma City Schools.

A copy of the survey document is attached as Appendix A. The survey questions and results are listed below:

- 1. Please check any of the following programs that your school utilized to prevent or reduce disruptive behavior and to foster conflict resolution skills.*

Response	# of schools responding	% of schools responding
Peaceable Schools	50	36%
Second Step	77	56%
Peace Makers	16	12%
Getting Along Together	16	12%
No program implemented at this time	0	0%
Other	99	72%

- 2. How many times was the program or programs presented?*

Response	# of schools responding	% of schools responding
Daily	28	20%
One time a week	59	43%
One time a month	18	13%
On an as-needed basis	60	44%
Other	53	39%

- 3. How many students in grades one and two were targeted to participate in conflict resolution programs?*

Response	# of schools responding	% of schools responding
All students in grades one and two	120	88%
Only disruptive students	8	6%
Only groups of targeted children	11	8%
Students in grades one/two not targeted	1	1%
Other	17	12%

4. Please check any of the observations that you have made regarding the effectiveness of these programs or strategies in reducing disruptive behaviors.

Response	# of schools responding	% of schools responding
Overall climate of school improved	93	68%
Staff morale improved	36	26%
Less office referrals	80	58%
Students more mature and responsible	86	63%
The school feels safer	68	50%
Other	24	18%

5. Were any of the following problems observed while using the program?

Response	# of schools responding	% of schools responding
Lack of staff participation	10	7%
Lack of administrative support	1	1%
Lack of available time to implement	58	42%
Children did not respond to curriculum	5	4%
Program slowly lost interest	7	5%
Other	72	53%

6. What role, if any, did the school counselor play in the implementation or delivery of the programs/strategies?

Response	# of schools responding	% of schools responding
Was not involved	5	4%
Did individual counseling	116	85%
Did group counseling	98	72%
Taught classroom guidance lessons	122	89%
Provided staff support	83	61%

7. Is there any other information which you could provide that might be helpful to the Governor or General Assembly in evaluating the overall effectiveness of these program/strategies?

The most frequent response was a request to provide more funding for school counselors and materials to appropriately teach conflict resolution programs. Other suggestions included having more training opportunities, more resources, and making conflict resolution programs a part of the Tennessee Curriculum Frameworks.

Conclusion

Based on the information provided by surveyed schools, it appears that elementary schools are complying with the mandate of T.C.A. 49-2-118 related to the implementation of intervention programs for students in grades one and two that utilize conflict resolution and decision-making skills. The data collected also suggests that these programs can be effective in reducing problem behaviors and improving the overall climate of a school.



TENNESSEE

STATE DEPARTMENT OF EDUCATION
OFFICE OF CURRICULUM AND INSTRUCTION
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM
7TH FLOOR ANDREW JOHNSON BUILDING
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TENNESSEE 37243-0381

Conflict Resolution/Intervention Programs Survey

School System: _____

School: _____

Principal: _____

Person Completing Form: _____

Phone: _____ **Fax:** _____

E-Mail: _____

Address: _____

City, State, Zip: _____

Background

T.C.A. 49-2-118 provides that each local education agency shall implement for grades one and two an intervention program that utilizes conflict resolution and decision-making strategies aimed at preventing occurrences of disruptive acts by students within the school and on school property. The law also provides that the Commissioner of Education shall randomly survey systems to determine how these programs have been implemented and their effectiveness.

Your system has been randomly selected to participate. **It is very important that we receive a completed survey from every school in the district that serves students in grades one or two.**

Instructions

Please respond to each of the following questions. Attachments and other supplemental materials are welcome.

1. Please check any of the following programs that your school utilized to prevent or reduce disruptive behavior and to foster conflict resolution skills.

- ☐ Peaceable Schools
- ☐ Second Step
- ☐ Peace Makers
- ☐ Getting Along Together
- ☐ No program implemented at this time
- ☐ Other _____

2. How many times was the program or programs presented?

- ☐ Daily
- ☐ One time a week
- ☐ One time a month
- ☐ On an as-needed basis to deal with disruptive students
- ☐ Other _____

3. How many students in grades one and two were targeted to participate in conflict resolution programs?

- ☐ All students in grades one and two Please give a specific number_____
- ☐ Only disruptive students
- ☐ Only groups of targeted children
- ☐ Students in grades one and two are not targeted
- ☐ Other _____

4. Please check any of the observations that you have made regarding the effectiveness of these programs or strategies in reducing disruptive behaviors.

- ☐ The overall climate of the school has improved
 - ☐ Staff morale has improved
 - ☐ Less office referrals
 - ☐ Students behaving in a more mature and responsible manner
 - ☐ The school feels like a safer place
 - ☐ Other _____
- _____
- _____
- _____

5. Were any of the following problems observed while using the program?

- ☐ Lack of staff participation
 - ☐ Lack of administrative support
 - ☐ Lack of available time to fully implement program
 - ☐ Children not responding to the curriculum
 - ☐ The program slowly lost interest and was no longer being implemented
 - ☐ Other _____
- _____
- _____
- _____

6. What role, if any, did the school counselor play in the implementation or delivery of the programs/strategies?

- ☐ Was not involved
- ☐ Did individual counseling
- ☐ Did group counseling
- ☐ Taught classroom guidance lessons
- ☐ Provided staff support while implementing these programs
- ☐ Other _____

7. Is there any other information which you could provide that might be helpful to the Governor or General Assembly in evaluating the overall effectiveness of these program/strategies?

Please return this survey by mail or fax before December 3, 2002 to:

Tennessee School Safety Center
Attn: Joye Ofner
7th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
Fax: 615-532-6638

Questions or comments may be directed to Joye Ofner at 615-532-4768 or
Joye.Ofner@state.tn.us.

Annual Character Education LEA Report
SY 2001 – 2002
(As Required by TCA 49-6-1007)

Background:

In 1985, the General Assembly passed legislation mandating that “The course of instruction in all public schools shall include character education to help each student develop positive values and improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens in their school, community and society.” In 1999, *TCA 49-6-1007* was amended to include that school systems report to the Department of Education and General Assembly information about their character education efforts and progress. Tennessee is one of 14 states that have legislation mandating character education.

In May 2000, the Tennessee Department of Education, in collaboration with seven partner LEAs, was awarded a federal Partnerships in Character Education Pilot Projects grant. The grant was approved for \$1,000,000 over a four-year period - \$250,000 each year - to create a partnership network of model character education programs across the state. The department has conducted annual grant competitions to award small amounts of funding to school systems to help expand character education activities and/or provide professional development to staff. Federal grant funds have also been used to host an annual Character Education Symposium each spring. The symposium opens with a keynote address by a well-known character educator, and follows with sessions by character education specialists and the year’s grantees. A description of the Partnership and its goals can be found in the *Appendix* of this document.

Based on the language of the mandate, social, ethical and emotional development should be an integral part of the school day. Experts in the field of character development, such as Tom Lickona, Kevin Ryan and others state that character education should not be looked at as an “add on” to the curriculum, but as a foundation for all other learning that takes place. Character education can and should create school environments where students feel safe, valued and respected and that will lead to improvements in attendance, behavior and academics. The National Character Education Partnership (CEP) was established to provide educators with access to best practices, materials and resources. CEP, with the help of Tom Lickona, developed the “Character Education Quality Standards”(Appendix-2) as a guide for implementing character development activities. Department staff has shared these standards with school personnel and

encouraged their use, conducted workshops on the standards and posted the standards on the department's website.

Findings:

The Project Manager for the TN Character Education Partnership Project developed an Annual Report document (*Appendix-3*) that was distributed to all Tennessee school districts through the Commissioner of Education's office. Data was collected and the information compiled into the following report. These findings are considered to be significant:

1. Tennessee's 138 school systems and special schools have identified a character education contact person for all correspondence and reporting to the Department of Education. Seventy-eight percent (78%) of the school systems report having Character Education Advisory Committees, up 8% from last year's report. Approximately ninety-three percent (93%), a 10% increase, of Tennessee K-12 students are fully participating in character education activities - it appears that participation decreases at the high school level.
2. Most school systems report using packaged character education programs, with Character Counts! being the most widely used with Project Wisdom, In Search of Character, DUSO, Peaceable Place, Character First and Character is Cool gaining in popularity. However, many systems are turning to Safe Schools sponsored curricula/training such as Second Step, Peaceable Schools, No Bullying, Life Skills and Facing History and Ourselves. About 14% of systems report using Service Learning as a curriculum, yet 41% report using it as a strategy integrated into specific subjects. A small percentage has developed activities locally to best suit the needs of their specific populations. As staffs learn more about program effectiveness, they are eliminating programs that are not contributing to student improvement; the number of programs being used across the state has decreased from approximately 110 to 85. *More information on Models and Programs can be found on Appendix-4.*
3. Cooperative learning, role-play, literature/stories, class discussion, journal writing and the arts are the most widely used strategies for conveying positive traits/values. There has been an increase in the use of service learning and peer mentoring/tutoring as

strategies for developing positive character. School personnel have found these methods to be the least complicated to manage yet still provide maximum learning experiences for students. Using multiple strategies also helps accommodate various learning styles and increases opportunities for student success. *Sample Teaching Strategies and explanations are provided on Appendix-5.*

4. Fifty-six percent of school systems expressed improvement of school climate and improvement of student behavior since incorporating character-building skills into the daily activities. Office referrals, suspensions and expulsions have decreased. Many systems also state that dropout rates, pregnancy rates and attendance rates have improved as a result of combining character education with other prevention programs. Twenty-five percent report positive changes in staff/student morale and a twenty percent increase in parent/community involvement. *See Appendix-6 for a sampling of System Comments regarding improvements and changes.*
5. Nearly all of the systems identified lack of time, lack of funding, lack of materials and need for teacher training as major obstacles to implementing effective character education activities. Those same systems also reported the Department of Education's character education website, the Character Education Symposium and department sponsored training as key resources being utilized in their character development initiatives.

Next Steps:

The Department of Education is finalizing a Character Education Correlation Guide based on the Tennessee K-12 Curriculum Frameworks and has made available useable character education evaluation tools. It is hoped that these materials will make it easier for local personnel to infuse character education into the daily curriculum and to better measure the progress being made. Department of Education staff will continue to collect vital information on the character development of Tennessee students through the annual report. Staff will also work on ways to provide technical assistance to schools/systems on why/how to integrate character development into the School Improvement Plan and School Safety Plan.

It is important that all teachers and school personnel see themselves as character educators. The department plans to pursue additional federal funds to work with higher education to incorporate character development and conflict resolution training into teacher education programs. This will help new teachers with classroom management skills and also provide them with a foundation for meeting legislative requirements. New teachers will come into a school system better prepared to integrate character education with the daily curriculum. Professional development opportunities on these same strategies also will be made available to current classroom teachers/personnel. Additional federal funds will also allow the demonstration grants and the spring symposium to continue.

**Annual Character Education Report
SY 2001- 2002**

APPENDICES

TN CHARACTER EDUCATION PARTNERSHIP

Background:

The Partnerships in Character Education Pilot Projects Program is authorized under Title X, Part A, Section 10103 of the Improving America's School Act (P.L. 203-382). Projects funded under this Act will launch partnerships with one or more local school districts to establish or expand character education programs for youth.

In May 2000, the Tennessee Department of Education, in collaboration with partner LEAs, was awarded a Partnership in Character Education Pilot Projects grant. The grant was approved for \$1,000,000 over a four-year period - \$250,000 each year - to create a partnership network of model character education programs across the state.

Purpose:

The goal of the Tennessee Character Education Partnership is to develop and implement successful character education programs in Tennessee schools through which students learn and practice standards of conduct and behavior that reflect community values and build elements of character.

The Department of Education plans to achieve this goal in the following ways:

- ◆ SDE/LEA collaborative partnerships
- ◆ Development of model character education programs
- ◆ Establishment of a system for measuring impact
- ◆ Development of character education standards and guidelines
- ◆ Dissemination of information about best practices

The Tennessee Character Education Partnership assists school systems in meeting the 1985 TN Legislative mandate that says, "The course of instruction in all public schools shall include character education to help each student develop positive values and improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens in their school, community, and society." Resources can be found at <http://www.state.tn.us/education/sp/spcharactered/index.htm>.

Grant competitions are held each spring. The following school systems have received a grant award.

2002 – 03 Partnership Pilot Sites

Anderson Co. Schools
Monroe Co. Schools
Oneida SSD

Lewis Co. Schools
Newport City Schools
Overton Co. Schools

Trousdale Co. Schools
Warren Co. Schools
Weakley Co. Schools

2001 – 02 Partnership Pilot Sites

Clarksville/Montgomery Co. Schools
Cleveland City Schools
Gibson Co./Trenton SSD Schools
Humphreys Co. Schools
Knox Co. Schools
Lawrence Co. Schools
Wayne Co. Schools

2000 – 01 Partnership Pilot Sites

Blount Co./Maryville City Schools
Coffee Co. Schools
Hamilton Co. Schools
Haywood Co. Schools
Memphis City Schools
Nashville Metropolitan Schools
Rhea Co. Schools
Carroll Co. – Huntingdon SSD
TN Assoc. of HRAs – Johnson City

CHARACTER EDUCATION QUALITY STANDARDS

*Developed by the Character Education Partnership
Endorsed by the TN Character Education Partnership*

Principle #1: Character education promotes core ethical values as the basis of good character

Principle #2: Character is comprehensively defined to include thinking, feeling, and behavior.

Principle #3: Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.

Principle #4: The school is a caring community.

Principle #5: To develop character, the school provides students opportunities for moral action.

Principle #6: Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.

Principle #7: Character education should strive to develop students' intrinsic motivation for developing good character.

Principle #8: The school staff is a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.

Principle #9: Staff and students demonstrate moral leadership.

Principle #10: The school recruits parents and community members as full partners in the character-building effort.

Principle #11: Evaluation of character education assesses the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Annual LEA Character Education Report

SY 2001 – 02

As Required by TCA 49-6-1007

School System:		Character Education Contact:	
Address:		City:	Zip:
Phone: ()	FAX: ()	Email:	
Participation in Character Education: No. of Schools: No. of Students:		Has a Character Education Advisory Committee been established? YES <input type="radio"/> NO <input type="radio"/>	

What character traits are being targeted?

Identify the character education model(s) being implemented by the system/schools.

How is character education integrated into the regular academic curriculum?

Provide an example of a teaching strategy used in the character education program and a summary of how well it works. (EX- cooperative learning, role-play, service learning projects, etc.)

What changes have occurred while implementing character education activities? (EX- discipline, school climate, parent and/or student participation, staff/student morale, etc.)

What difficulties have you encountered or what technical assistance would help you to implement your character education activities?

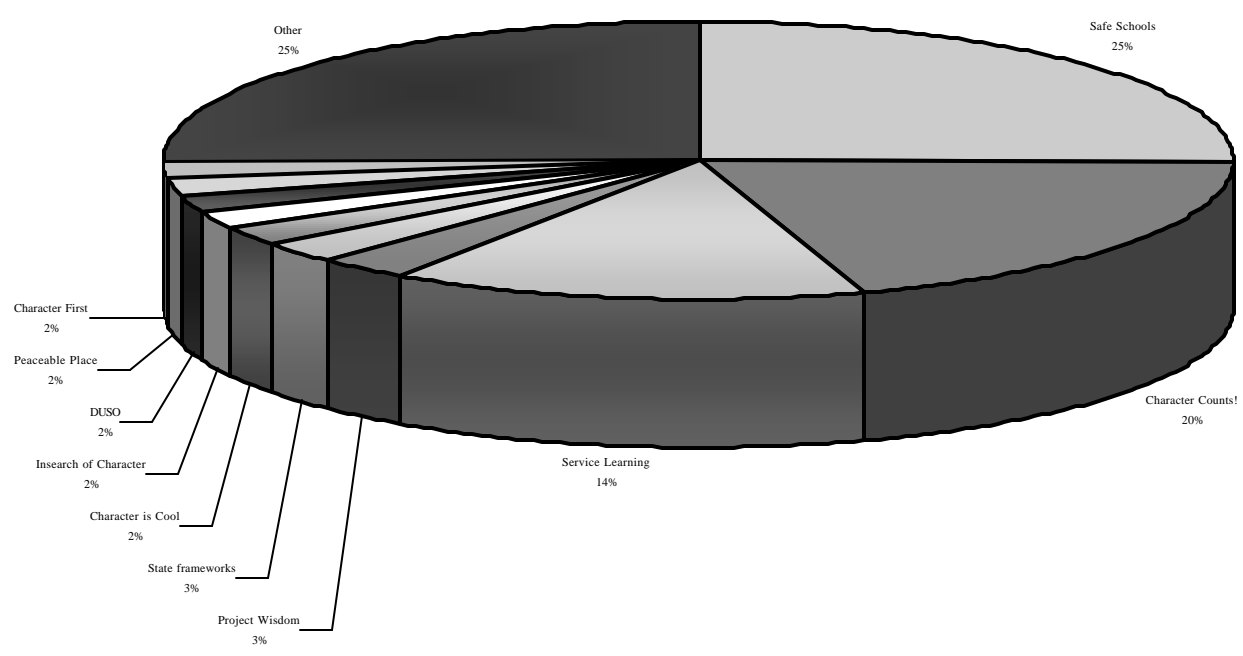
Please return this form, no later than **JUNE 15, 2002**, to:
 Laura Ellis, Character Education Program
 710 James Robertson Parkway, 7th Floor AJT
 Nashville, TN 37243

OR

FAX: (615) 532 - 6638

Models or Programs Being Used Statewide

138 School Systems reporting totals on approximately 1,567 schools and 835,000 students.
(Including Special Schools: School for the Deaf, School for the Blind & York Institute)



Sample Teaching Strategies:

Service Learning Projects – Nursing home adoptions, homeless shelter adoptions, Meals-on-Wheels projects, Habitat for Humanity projects, peer tutoring.

Small Cooperative Learning groups – Small group activities such as games, discussion cards, role-play and class projects.

Mentoring programs – High school students provide drug awareness and abstinence (self-respect, responsibility) information to younger students through role-play and facilitation of cooperative groups.

Role-play – Students are guided through role-play situations where they learn to react to different statements or actions by other people challenging them to use learned character traits to respond in the proper way.

Class Discussion – Effective in bringing to the students' attention the results of making poor choices; students work on improving decision-making skills.

Language Arts activities – Use of literature and short stories featuring specific character traits, reflective/creative writing activities, storytelling and creating and performing skits.

Fine Arts activities – Students create artwork, music/songs, skits and puppets to depict positive actions and good decision making.

Trust Walk – Pairs of students work together to maneuver through an obstacle course; one student is blindfolded and the partner guides him/her through the course. Students learn to develop trust in others, responsibility for someone other than themselves and communication skills.

“Me Boxes” – Students collect items from home that reveal something about themselves, what they like, what they do best. Each student is given an opportunity to reveal and explain their items; students learn about each other: differences and commonalities.

Sample of System Comments:

Oak Ridge City Schools report discipline referrals resulting in out of school suspensions have dropped. Visitors comment on the positive attitudes of students and staff; academic performance has improved as a result.

Williamson County Schools attendance is up countywide and the number of juvenile court referrals is down.

The number of students referred for disciplinary hearing has declined dramatically in ***Dyer County***.

Student to student teasing and bullying has decreased in ***Sullivan County*** resulting in students and faculty feeling more comfortable and safe in the schools.

Putnam County staff has seen a reduction in serious discipline problems and more requests for peer mediation training.

Anderson County reports fewer discipline issues and a noticeable improvement in school and staff morale. They plan to conduct a more in-depth character education evaluation for the next reporting period.

Cumberland County students have made progress in conflict resolution and anger management. School personnel and visitors have seen noticeable improvements in the school climate.

School climate has greatly improved in ***Dickson County*** – a middle school survey indicates students feel safer at school than in previous years. ***Hardin County*** also reports that students are feeling safer in the middle and high schools as a result of increased focus on character development issues.

Obion County personnel reports the number of office referrals for disrespectful behavior has decreased by 15%. In ***Etowah City School***, discipline problems have decreased by ½ from a year ago.

Rutherford County reports a dramatic drop in the teen pregnancy rate since combining character education with the wellness curriculum/pregnancy prevention.

Houston County school improvement plan surveys indicate that students feel safer and more respected within the school, but find it difficult to contribute all changes strictly to character education activities.

Macon County is still having discipline problems. One principal is requiring ***all*** students to participate in character education activities as integrated into the health/wellness program.